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ABSTRACT

This paper discusses the "School of the Twenty-First Century" concept and its implementation in three schools in Knowsley, Merseyside, England. The "School of the Twenty-First Century" idea was first promulgated in 1987, by Edward Zigler of the Bush Center in Child Development and Social Policy, Yale University. The "Community of the Twenty-First Century" was established in September 1992 by three schools in Knowsley that wanted to anchor schools within the local community and bring together all the providers and users of services within the community. It calls for the integration of comprehensive family services, including child care, into public schools, thereby making such services affordable and available to all families. In 1992, this concept was established by three schools in Knowsley that wanted to anchor schools within the local community and bring together all the providers and users of services within this predominantly low-income community. The main components of the Knowsley project are a family center, coordination with various service providers, and community involvement. Planned activities include: (1) before- and after-school care for school-age children; (2) preschool child care; (3) a parent support and information group; (4) holiday care; (5) neighborhood day care networks; (6) information and referral services; (7) outreach services; and (8) support and training for care providers. A vision statement, development plan, assessment procedures, and training goals are also discussed. A copy of the Bush Center's School of the Twenty-First Century program description is appended. (MDM)

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COMMUNITY OF THE 21st CENTURY

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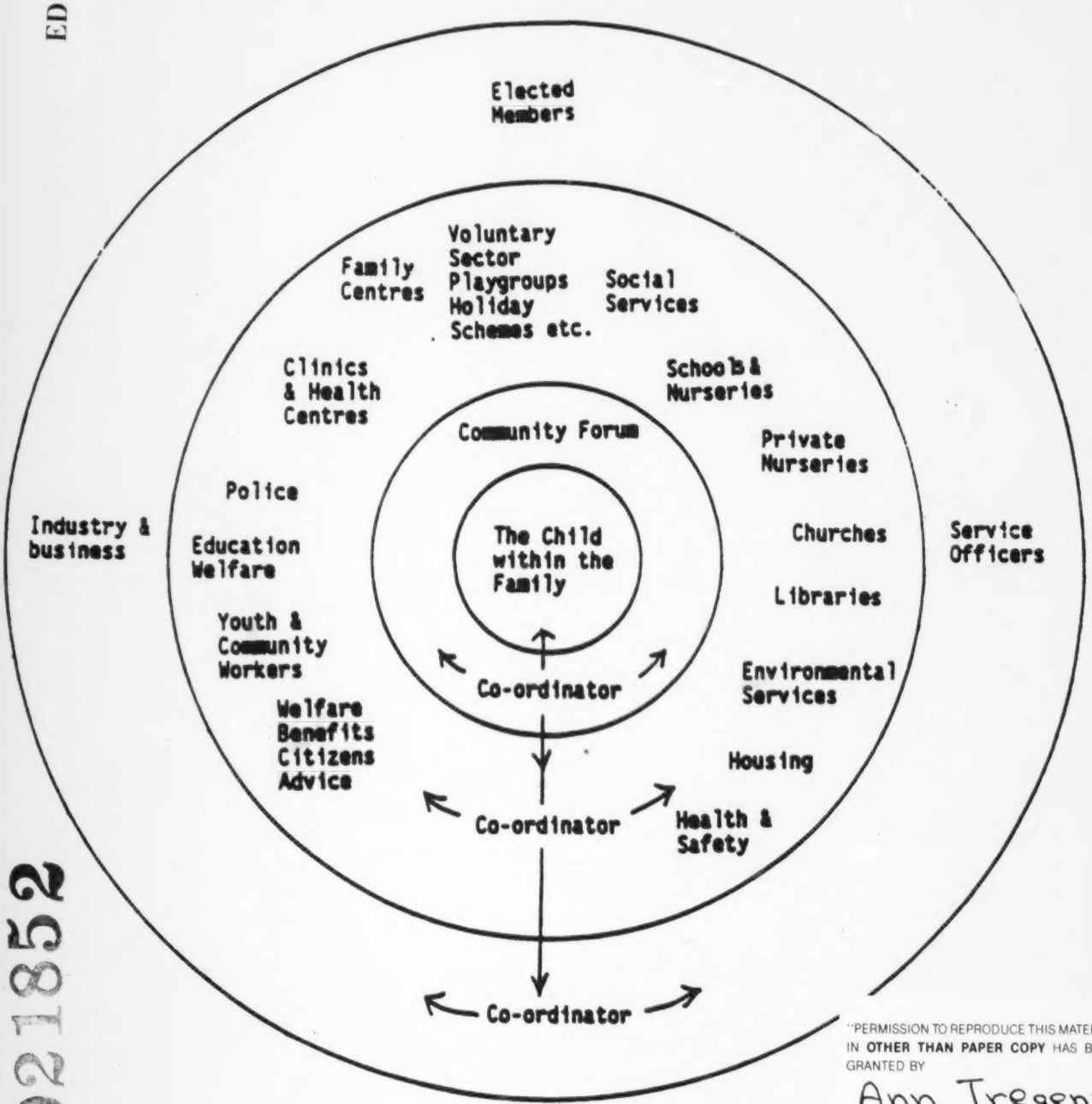

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Paper presented at the Third European Conference on the Quality of Early Childhood Education, 1 September 1993

Community of the Twenty-First Century

Ann Tregenza, Adviser, Early Years, Knowsley Borough Council, Merseyside

1. INTRODUCTION

In this paper I will share with you how I have been working with three schools in the Princess Ward area, which spans the borders of local authorities of Knowsley and Liverpool in Merseyside. I have been working over the last year in collaboration with Dr Edward Zigler, Director, and Dr Matia Finn-Stevenson, Associate Director of the Bush Centre in Child Development and Social Policy, Yale University. Dr Zigler established the concept of "The School of the Twenty-First Century" in 1987, which incorporates comprehensive family services into the public schools in the United States, thereby making such services affordable and accessible to all families. The School of the 21st Century was founded in the belief that the child care system, like the school system, must become part of the very structure of our society.

2. BACKGROUND

The Community of the Twenty-First Century was established in September 1992 by three schools in Knowsley who wanted to anchor schools within the local community and bring together all the providers and users of services within the community. The three schools, infant, junior and secondary, are situated on one site in an area of great social need with a high percentage of long-term unemployment; 80% of families on benefits; 50% single parent families and 20% drop-out rate in education. The area surrounding the schools is not rich in amenities and so the schools serve as a focal centre for the community. The schools believe that the support of the community is vital in raising expectations and educational standards and they are working with all services as part of a united endeavour through the project Community of the 21st Century.

A particular feature of the project is the diversity of early years provision available within the one site which includes a mother and toddler group, a nursery class attached to the infant school and a day nursery attached to the secondary school. One of the aims of the project is to ensure access to quality early years education and care. It is intended to pilot the school of the 21st Century programme as part of the Community of the 21st Century in Knowsley.
Matia Finn-Stevenson has worked with over 200 schools in the US to implement the project. She visited the schools in Knowsley at my invitation and has agreed to assist in the planning, implementation and evaluation of the project.

3. THE MAIN COMPONENTS OF THE PROJECT

[i] A booklet was produced to describe the components of the project as follows.

The components of the project are:

* The family at the centre. An approach to serving the needs of the whole family.

* Co-ordination of a wide range of services to provide more effective, continuous service.

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* Co-operation within the community. Community ownership and responsibility for its own development.

This could include:

* Before and after school care for school age children.
* Pre-school child care.
* Parents as Partners - A support and information service.
* Holiday care.
* Neighbourhood day care networks.
* Information and referral service.
* Outreach services.
* Support and training for care providers.

[ii] Vision Statement

It was decided to articulate the vision of the project within the booklet. The early years adviser and three headteachers each presented their vision of possibilities for the future. A description of the existing situation was also included.

Vision Statement - Ann Tregenza, Adviser Early Years

- CENTRE — The family at the centre. Whole family approach.

- CO-ORDINATION — of a wider range of services to provide a more effective all-round service for the family [the family at the centre served by the Church, education, social, leisure, health, police, housing, transport, environment, voluntary and business services].

- CONTINUITY — of care from the beginning. From before birth, continuing from home to school, through each stage of schooling to adult life.

- CONSISTENCY — in caring for children all day and year round. Before and after school and during the school holidays.

- COMMUNICATION — of information regarding the available resources and services to help families within the community.

- CO-OPERATION — within neighbourhood networks. A self-help system that multiplies itself as more people become involved Community ownership and responsibility for its own development, "a fundamental partnership".

- CONNECTION — with other communities and similar community projects for sharing of information and support national and international agencies, eg Yale University, Manchester Polytechnic, European funding agencies, etc.

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[iii] Vision Statement, Jane Dunn, Headteacher
St Dominic's Infant School

Our vision is of an education system in which each child will have the opportunity to fulfil his or her potential. Children make the most progress and learn best when the parents and the school work together. What a child achieves in school is affected by the support he or she receives from within the family.

At St Dominic's we have always adhered to the principle that the parents are the main educators of their children, and we have endeavoured to offer parents as much support as possible.

Our vision for the Community of the 21st Century is to build upon this policy of involving parents in the education of their children, while at the same time helping the parents to develop their own potential abilities.

We must develop a whole family approach; develop the partnership between parents and their children, and the school. Parents are more likely to take an active role when given support in the form of developing parent skills and/or training.

The facilities that we provide for the community must be stable, reliable and of a good quality.

We should aim for the campus to become a focus in the community, not only a centre for education but also of family services and child care. Child care facilities provided by the campus would include:

- day care for pre-school children
- after school care
- holiday care, such as "kids' clubs"

Support agencies should be available for the community, provided from one centre. We would aim to build upon the existing provision within the community and to make the link between these networks stronger. The Community of the 21st Century must include all services: Education, Health, Social Security, Leisure, Housing, Police, NACRO, Probation Service.

If we can strengthen the links between all of these agencies and support each other, we can offer families and children in the community a more helpful start.

The Community of the 21st Century will generate potential benefits for children, parents, schools and the community.

Management of the Community of the 21st Century:

The vision is that the Community of the 21st Century will run separately from the schools but under the campus umbrella. It should operate under an independently constituted management group, which may include headteacher, chair of governors, local parents, officers from other agencies involved. The day-to-day running will be the responsibility of the appointed co-ordinator.

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[iv] Mission Statement, School of 21st Century Bush Child Development Centre

The School of the 21st Century is dedicated to the healthy growth and development of all children through continuity of support from birth to age 12. We promote exceptional child care and other support services for children and families. We link schools and community resources to build an environment that values children.

4. DEVELOPMENT PLAN

The headteachers defined a brief suggestion of an action plan as a starting point for the community forum. A phased development plan was provided by the adviser and a representative from commerce who is assisting in the acquisition of funds for the project. The suggested plan will be presented to the forum to assist them in planning their own targets for the project. It is essential that the members of the forum define goals with outcomes that can be measured.

The partnership between education and commerce is a crucial factor in accountability. Responsibility for funding is expected to be shared. Local authorities will provide services and training as part of their normal duties to support the project. It is anticipated that funding for a co-ordinator's salary will be available from a charitable foundation in the short-term. Funding for research is expected from government grants and European funding agencies as Merseyside is defined as Objective One status. The partnership with commerce will assist the educationalists to define their goals and outcomes in a more precise and realistic manner.

Phase 1

Clearly defined targets, easily measurable and of short time-span, achievable within one to six months with review breakpoints so that the programme can be monitored.

Need to consider good goals.

That these not only satisfy the funders, and achieve some good results but are a building block for the main programme.

Phase 2

Longer term objectives, preferably achievable within one year period with multi-stage developments thereafter. Easily quantifiable, easily identifiable in the eyes of the press, obvious radical improvement to the current situation.

Phase 3

Consolidation of Phase 2 and expansion into longer range programmes, with periodic monitoring stages.

The above seen as if through the eyes of the funders but it is also the essential building block strategy to implement the 21st Century UK type programme.

5. RESEARCH AND EVALUATION

As Early Years Adviser for Knowsley and project co-ordinator for the pilot projects in England, I expect to participate in evaluation of the project. It is expected that research and evaluation will describe the development of the project and identify the benefits. This work is expected to be carried out in collaboration with Yale University, Harvard University and The Thomas Coram Research Unit. Negotiations are taking place at present. One of the main problems for the researchers will be the measurement of empowerment. The project aims to empower each member of the community so that expectations and self-esteem is raised. How do you measure empowerment and the raising of expectations and self-esteem?

- SAMPLE NEEDS — COMMUNITY QUESTIONNAIRE
  PARENTS QUESTIONNAIRE
- DEFINITION OF GOALS
  MISSION STATEMENT
- SURVEY OF THE COMMUNITY
  FACTS AND FIGURES — STATISTICS
  MAPS
  COMPARISON — NATIONAL STATISTICS/TRENDS
- RECORD OF MEETINGS
  RECORD NUMBER OF PEOPLE INVOLVED
  RECORD TYPE OF INVOLVEMENT
  WHO WILL BENEFIT?
- COSTING OF PROJECT — ACCOUNTABILITY
- INFORMATION AND GUIDELINES

  STAFF INVOLVED - PROVIDERS
  PARENTS AND COMMUNITY - USERS OF SERVICES
- CLIENT SATISFACTION — MEASURABLE INDICATORS
  [How do you measure empowerment?]
  WHAT SERVICES ARE PROVIDED?
  HOW EFFECTIVE ARE THE SERVICES?
- WHAT ARE THE OUTCOMES OF THE PROJECT?
  HOW IS PROGRESS MEASURED?
- EVALUATION OF TRAINING REQUIRED FOR STAFF

It is hoped that research techniques will include in depth interviews, focussed observation, needs assessment questionnaires and questions which allow the researcher to analyse the diversity, access and quality of provision in different contexts. The evaluators will document effective service where it exists, record the progress of the project and evaluate the quality of the services that are put in place by the project. Knowsley Education Department has produced a series of questions regarding aspects of quality in any early years setting. These questions are included in Early Years Curriculum Guidelines "A Foundation For Learning" and "The Review of Early Services Services" produced jointly by Social Services and the Education Department as part of the requirement of the Children Act 1989. The methodology described as "Illuminative Evaluation For Professional Development" by Christine Pascal 1992 seems a useful method of research for evaluating the dimensions of quality in early years

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education and care. This method involves participants as researchers and the researchers as participants, and can be applied to any setting. A discussion paper "Quality Services for Young Children" produced by the European Commission Childcare Network also provides an excellent resource to assist the development of definitions of quality and strategies for promoting quality in services for young children.

6. TRAINING

The preparation stage of the pilot project in Knowsley has identified a range of training needs and opportunities for sharing experience and expertise. The nursery class of St Dominic's Infant School has a qualified teacher and nursery nurse with an NNEB Certificate. The day nursery started life as a playgroup attached to St Edmund of Canterbury Secondary School and is now registered as a day nursery because there is full-time care with a lunch provision. The superintendent of the nursery is at present attending a Diploma Course in Playgroup Practice which she hopes will be accredited at NVQ Level 3. There is some confusion about equivalence between the Diploma in Nursery Nursing [NNEB] and NVQs in Childcare and Education Level II and Level III. There are a number of childcare workers attached to the day nursery as part of an employment training scheme which entitles them to a benefit for 6 months only. After this period, those on the scheme must claim unemployment benefit for a further 6 months and return to their training at a later date or continue voluntarily without benefits. This system results in a large "drop-out" rate and lack of continuity which is a matter of concern for the superintendent who is also the assessor for those in the employment training scheme. Those on the scheme who enrol on the 12 week pre-school childcare courses as part of the Community Industry adult training scheme want to progress to NVQ Levels 2 and 3 in childcare in order to gain employment as childcare assistants. Education officers responsible for further education and the Careers Service within the Local Authority are working with the local Community College, the Merseyside Open College Federation, Liverpool Institute of Higher Education and Open University in order to provide a grid of existing training opportunities for early years education and to define the equivalent qualifications within a clear ladder of progression. The Bush Centre of Child Development, Yale University, provides an intensive 3-day training course each year for the School of the 21st Century. I am working with local training institutions to provide an adaptation of this model of training for use in England. It is possible that the training could become part of a modular diploma course which could then provide credits towards a degree course. The aim is to establish the training course for a network of schools in England and to bring them together to share experiences in different situations. A national conference to launch the concept of the School of the 21st Century in England is planned for 1994.

7. CONCLUSION

The School of the 21st Century is not an attempt to introduce new ideas of practice, rather a bringing together existing good practice with a co-ordinated and continuous system of child education and care. The Community of the 21st Century views the schools as the focal centre which is supported by a wide range of community services. The major aim of this project is to improve the self-esteem and usefulness of each individual within the community and therefore raise the standard of education. The project hands over responsibility to the community for planning, implementing and evaluating the project in partnership with all the services available to them. The short-term

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targets could include an improved school and community environment, better school attendance, better co-ordination of services, improved quality of childcare with greater access for more children and better training opportunities for childcare and education staff. These targets can be measured more easily than self-esteem and individual usefulness. The project challenges the researchers to assist in providing evidence of the good effects in improving those areas which are so difficult to prove in terms of the accountability required by the funding agencies.

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17 August 1993

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THE SCHOOL OF THE 21st CENTURY

THE BUSH CENTRE IN

CHILD DEVELOPMENT AND SOCIAL POLICY

YALE UNIVERSITY

IN THE UNITED STATES

The School of the 21st Century: Responding to the Needs of Today's Families

The School of the 21st Century program has generated a great deal of interest since its inception in 1987. School districts in 10 states have used this program model to bring comprehensive family support services into the schools, and the Yale Bush Center has responded to thousands of requests for information about the School of the 21st Century. The program has clearly struck a chord with parents unable to locate or evaluate child care or other family services, and with schools looking to address growing problems that have traditionally been considered outside their sphere.

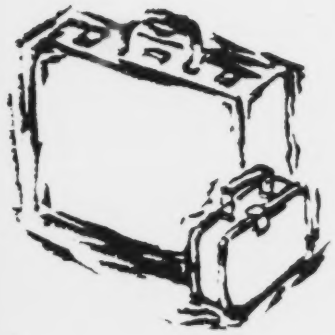
The core of the School of the 21st Century is school-based child care, since child care is probably the most pressing need facing today's families. But providing child care in the schools is only a partial solution to families' needs. Schools of the 21st Century provide other family support services in addition to child care: they advise new and expectant parents on child development issues, provide information and referral services for child care and other family needs, and maintain community networks of family day care providers to help them improve the quality of their services. Schools of the 21st Century expand the traditional role of the school by offering this wide range of family support services. Schools see in this expanded role a method for addressing the educational challenges they face today, since it enables them to establish early cooperative relationships with the family as a whole.

Important features of the School of the 21st Century program are its flexibility and adaptability. Each community – each school district – is unique, so it follows that each of the Schools of the 21st Century is also unique. The basic components of the program – child care, information and referral services, home visits to new and expectant parents, and a network of family day care providers – are designed in accordance with the community's needs, and once they are implemented and stable, families come to view the school as *the* community institution responding to their needs for family support services. With this recognition established, the school can augment its range of services to meet additional family needs, such as adult education and job training, by adding new components or by bringing existing services under the umbrella of the School of the 21st Century program.

We hope this program overview inspires you to envision your own community's rendering of the School of the 21st Century.

The School of the 21st Century program, with its two child care components and three outreach services, attempts to address the support needs of all families in a wide range of communities. The program, because of the child care components, is sometimes erroneously viewed as useful only to working parents; but its chief goal is the optimal development of children. Child care services are unquestionably essential for working parents. They can also benefit children of non-working parents whose home environments are not conducive to safe play or that do not provide opportunities for socialization with other children. Moreover, the outreach services answer the demands of families with both working and non-working parents.

Each of the service components of the School of the 21st Century is fully described below.



Child Care Components

- *All-day, year-round care for children ages 3-5*

  School-based care for pre-school children achieves several important objectives: it makes child care more physically accessible, since it is located in or near the neighborhood school; it familiarizes children with the school environment at an early age and thus diminishes apprehension about entering school later on; and it allows the school building to be used more fully, thus making it a more cost-effective facility. But the child care does not necessarily take place in the school building. Some programs, because of space limitations or other considerations, run their pre-school programs at locations outside the school. Pre-school child care, whether administered in the school or elsewhere, is not academic in its orientation. Activities are developmentally appropriate and emphasize play and social interaction, but they lay the groundwork for children's later success in school.

- *Before- and after-school and vacation care for children ages 5-12*

  Schools of the 21st Century provide year-round child care for school-age children. This child care is non-academic and ensures that children feel free to play, do their homework, and make choices about their after school activities. School-age child care that is located in the same building in which children spend their school day must be sensitive to the children's need for a different kind of space when "out of school." In school districts where five-year-old children are in kindergarten for a full day, they have before-school, after-school, and vacation care as do the older children. In school districts where kindergarten children attend school for only half a day, they participate in child care for the remainder of the day.

Outreach Services

- *Family support and guidance through home visits to new parents, beginning in the third trimester of pregnancy and continuing until children are 3 years old*
  Today's new parents often lack the extended family or neighborhood networks that used to assist and nurture them. The School of the 21st Century family support outreach service is based on Missouri's successful "Parents as Teachers" program, which educates parents in early child development. In this program, child development specialists visit new and expectant parents and provide them with age-appropriate information about their child's linguistic, social, cognitive, and motor development. This service also provides opportunities for monthly group meetings with parents of similar-age children and for health and developmental screening.

- *Support and training for family day care providers in the school's community*
  Family day care is usually provided by a woman, often a mother, in her own home. It is a much-used form of out-of-home child care, especially for infants and toddlers, but family day care providers often lack opportunities for training, and they are isolated from the professional child care community. Family day care providers gain self-esteem and a sense of professional identity when they become part of an organization of providers. Schools of the 21st Century maintain a network of family day care providers who participate in support groups and training workshops during which they share ideas and information. Networks also maintain toy and book lending libraries, and are used to address issues such as salaries, benefits, and running a small business. The relationship between the school and the network is mutually beneficial: providers have an opportunity to improve the quality of their child care, and the school's information and referral service is better able to inform parents about the family day care services available in the community.

- *Information and referral services for all families in the community*
  Schools of the 21st Century do not monopolize child care in their communities; instead, they expand parents' choices by providing additional, sorely needed child care slots, and by providing an information and referral service that informs parents of their child care options and advises them on the criteria for good quality child care. This service also provides information on night-time and weekend child care, health care, financial assistance for eligible parents, and accessing other community services.

- *Nutrition and Health*
  The Yale Bush Center is currently developing nutrition and health components since these two elements are directly linked to children's performance in school. These modules will soon be available for implementation by both existing and prospective programs, and the Yale Bush Center will provide technical assistance to programs incorporating them.

The Guiding Principles

Structural change must always be guided by a theory or set of principles to ensure that the change is positive and lasting. The School of the 21st Century concept is grounded firmly in the belief that all families in need of support, and all children in need of good quality child care, must be able to obtain it. This founding conviction has given rise to a set of guiding principles for Schools of the 21st Century, described below. Each 21st Century School, while having its own unique characteristics, upholds these guiding principles as part of its effort to meet the goals of the School of the 21st Century program.

Universal access to child care

Many families do not have access to good quality child care because they cannot afford high-priced care and are not fortunate enough to have good quality, affordable child care in their communities.

The School of the 21st Century provides universal access to good quality child care by subsidizing middle- and lower-income families with a sliding scale parental fee system. Qualifying families receive direct subsidies through state or local funds.

A focus on the overall development of the child

Some programs that bring young children into the school, or that provide before- and after-school activities for school-age children, are overly academic in nature. Children are not given the chance to develop at their own pace, or to relax after their day at school.

School of the 21st Century child care programs focus on the overall development of the child by stressing all aspects of child development, including physical, social, emotional, and intellectual development. Pre-school child care focuses on play and social interaction. School-age care allows children to take time off from mental tasks by providing them with opportunities to engage in physical and recreational activities.

A good quality child care program

Research has proven conclusively that good quality child care programs are positive experiences for children, while poor quality programs undermine children's development.

Child care programs in Schools of the 21st Century maintain a high level of quality as measured by qualified and trained staff, high staff-to-child ratios, small groups of children, developmentally appropriate activities, and supportive work environments for employees to prevent high rates of staff turnover.

A professional framework for child care providers

The child care field suffers from a high rate of staff turnover because of low salaries, lack of medical and other benefits, unpleasant working conditions, and low job status with little room for advancement. The quality of child care is adversely affected by this high rate of turnover. Over and over again, children develop a comfortable relationship with a child care provider only to see that relationship end when the provider is forced by economic pressures to move on to a more financially rewarding career. Most child care providers love their jobs; they are truly forced out of the profession by the lack of adequate compensation.

Schools of the 21st Century provide supportive and professional environments for their employees, which encourages them to stay in the child care field by offering them opportunities to advance within it. Coordinators of the child care programs are early childhood education specialists who are responsible for ensuring that employees receive appropriate training and acceptable rates of pay.

Strong parental support and involvement

Working parents often find it difficult to spend time with their children's child care providers and to take an active role in the child care program. Research shows, however, that parental involvement is essential for the optimal development of children. It is also a critical factor in the success of the program.

Schools of the 21st Century foster a partnership between parents and child care providers. Parents are encouraged to visit the program as often as they like, and the school's comprehensive family support program gives parents a sense that the school is "open" to them.

A non-compulsory program

Not all families in the community are in need of the services of the 21st Century School, and families make their own decisions about which, if any, of the services they use.

Theory into Practice: The Role of the Yale Bush Center in Child Development and Social Policy

The School of the 21st Century makes the transition from concept on paper to reality primarily through the dedication and enthusiasm of school district officials and program organizers. These individuals recognize that the implementation of such a comprehensive program requires the support and involvement of the entire community, as well as an objective voice to provide consultation and technical assistance. The Yale Bush Center, in addition to nationally disseminating the program, provides a range of support services to all current and future Schools of the 21st Century.

During the initial implementation phase, the Bush Center works actively with the program site by offering training sessions on issues such as building community support and securing funding. Later in the life of the program, the Bush Center provides other services such as further training, consultation on expansion, and program evaluation. Each new School of the 21st Century becomes a member of the 21st Century School network and is eligible for all of the Bush Center's services, which include:

Implementation Training

Each year, the Bush Center hosts a national three-day Training Institute for individuals interested in bringing the School of the 21st Century to their communities. This Institute attracts school district personnel, child care professionals, and policy makers from around the country who participate in three days of intensive workshops and training sessions centering on implementing the School of the 21st Century program. Individual sessions focus on a variety of topics, including child development, fundraising, program evaluation, and staff development. The goal of the Institute is to inform and train education and policy leaders, who return to their communities with an action plan for implementing the program.

On-site Training

The Bush Center staff is available to conduct on-site training sessions at new program sites. These training sessions are used to build support in the school and the community, to train staff members in child development issues, and to assist staff with ongoing implementation issues.

The School of the 21st Century Network

Each new 21st Century School becomes part of a national network established and maintained by the Bush Center. This network enables programs to communicate with each other regarding implementation and evaluation of 21st Century School programs, and provides a forum for questions, new ideas and research, information on funding, and other topics of interest to network members.

Consultation and Technical Assistance

The process of implementing a 21st Century School is complex and requires careful and sensitive management at every stage. The Bush Center staff is always available for consultation, either over the phone or in person, and will try to ensure a smooth start to the program by providing technical assistance throughout all phases of implementation. We can assist program organizers with these and other aspects of implementation:

- *Conducting a needs assessment in the community*
  Program organizers must assess the community's needs for 21st Century School services before any other implementation task is completed. The Bush Center provides sample needs assessment forms, gives advice on how to survey hard-to-reach populations, and in some cases, analyzes survey results.

- *Generating support for the program in the school and the larger community*
  School staffs and faculties and other members of the school's community must be satisfied that the School of the 21st Century is an important and necessary program. The staff of the Bush Center can travel to school districts to discuss in person the program's potential impact on the school and the community.

- *Locating funding sources*
  New programs require funds for initial renovations, staff training, and other start-up expenses. Established programs need reliable, continuing support for program maintenance and new support for program expansion. The Bush Center staff is experienced in the art of fundraising and can offer 21st Century School programs, both old and new, helpful advice on seeking support.

- *Evaluation of process and outcomes*
  Once a 21st Century program is operational, parents, school officials, program staff, legislators, and funding sources want to know if the program is meeting its goals. The Bush Center staff provides program sites with various evaluation services, including analysis of the implementation process and assessment of outcomes for the parents and children involved in the programs.

school programs are in session concurrently with school. Schools of the 21st Century accommodate these programs by converting little-used classroom space, renting or purchasing a nearby house, constructing a separate facility on school grounds, using a modular building, or joining forces with a local child care establishment.

School-age programs have special needs regarding space: school-age children spend their days in an academic program, so when they are in child care, they need to feel that they are out of school and on their own time. Although an existing space in the school building – a cafeteria, a gymnasium, a large classroom – may be available during off-hours, it may also be unsuitable for child care unless it is temporarily modified. These modifications can be as simple as moveable furniture, rugs, room dividers, and other supplies that can be easily removed and stored.

Ensuring that school-based child care is developmentally appropriate

When child care is provided in the school, it may be perceived as an academic endeavor: early schooling for the younger children, and an extension of the school day for school-age children. But the School of the 21st Century program is expressly designed for the optimal development of children and therefore recognizes the need for age-appropriate activities in child care. The program does not advocate an academic program for pre-school children or an extended school day for school-age children. Twenty-first Century School child care emphasizes play and social relationships for pre-school children and provides school-age children with choices from among a variety of activities. Schools of the 21st Century are staffed by providers who are trained in child development and who understand the importance of age-appropriate child care.

Communicating with school personnel about the School of the 21st Century program

Bringing young children into the schools may require renovations to existing structures as well as the hiring of personnel who are trained in child development. School personnel may resent the changes that the program brings about in their schools. The presence of young children and child care staff in the school building may seem to them like encroachments upon their territory. Administrators can head off these problems by bringing into the planning process school personnel whose jobs will be affected. This group includes teachers, custodians, and food service and transportation employees. In addition, an overall orientation that describes the program and explains its benefits can make a positive change in the attitudes of school personnel. Once the program is in place, the administration should facilitate communications between groups both within the school and throughout the community.

Assuring parents that the School of the 21st Century will not interfere with their child care choices

Schools of the 21st Century provide access to affordable child care to all members of the program's community. Parents may fear that school-based child care becomes the only option in communities where the program is in place. But the current demand for child care far exceeds the current supply, and it is the explicit intention of the School of the 21st Century to expand parents' range of choices. Families have widely differing child care needs, and no one system can presume to fulfill them all. The success of private schools in this country, while public schools are more accessible and affordable, can perhaps predict the constructive coexistence of school-based child care and private child care.

Establishing successful relationships with family day care providers

Some family day care providers may feel that the School of the 21st Century endangers their business by offering competing services. Those that operate their programs "underground" may be reluctant to join a support group organized by a public school-based program. Program organizers have to be especially sensitive to these concerns while establishing the family day care provider network, but many 21st Century Schools have forged successful relationships with these providers.

Initiating the School of the 21st Century

School districts that want to implement the program should contact the Bush Center in Child Development and Social Policy at Yale University. The 21st Century Schools project at the Yale Bush Center is staffed by trained personnel who will work with schools throughout the implementation process, and who will remain active supporters as the 21st Century School develops. Our staff can assist districts or individual schools in conducting a needs assessment, generating community and school support for the program, and performing the nuts and bolts tasks of program implementation. Following the implementation phase, our staff remain will remain in contact with the program and will provide support and consultation when needed.

Benefits of the School of the 21st Century

School districts that implement the School of the 21st Century can realize an array of benefits for children, parents, schools, and the community in general. Some of these potential benefits result from circumstances unique to individual school districts; other, more general benefits are realized by most 21st Century Schools and are listed below.

For children

- Reductions in the number of hours children remain unsupervised
- Increased consistency of care
- Reductions in the number of different child care arrangements that must be tolerated
- Reductions in behavioral problems
- Reduced absenteeism
- Decreased need for special services
- Enhanced school readiness

For parents

- Decreased time spent looking for child care arrangements
- Reductions in days of missed work due to failures in child care arrangements
- Reduced parental guilt and stress
- Increased satisfaction and involvement with the public school

For the school

- Enhanced ability to plan for incoming school populations
- Enhanced standing in the community

For the community

- Increased number of available child care slots
- Improved family day care services

Additional Resources

You may wish to consult the following organizations for more information on school-based child care, family support programs, or other child development issues:

Child Care Action Campaign
330 7th Avenue, 18th Floor
New York, NY 10001
(212) 239-0138

Child Care Employee Project
P.O. Box 5603
Berkeley, CA 94705
(510) 653-9889

Children's Defense Fund
122 C St., N.W.
Washington, D.C. 20001
(202) 628-8787

Child Welfare League of America
440 1st St., N.W., Suite 310
Washington, D.C. 20001
(202) 638-2952

Council of Chief State School Officers
400 N. Capitol St., N.W., Suite 379
Washington, D.C. 20001-1511
(202) 393-8161

Harvard Family Research Project
Harvard Graduate School of Education
Longfellow Hall
Appian Way
Cambridge, MA 02138
(617) 495-9108

High/Scope Educational Research Foundation
600 North River St.
Ypsilanti, MI 48198-2898
(313) 485-2000

National Association for Children in Poverty
Columbia University
154 Haven Ave.
New York, NY 10032
(212) 927-8793

National Association for the Education of Young Children (NAEYC)
National Academy of Early Childhood Programs (NAECP)
1834 Connecticut Ave., N.W.
Washington, D.C. 20009-5786
(800) 424-2460

National Association for Family Day Care
815 Fifteenth St. N.W. #928
Washington, D.C. 20005
(800) 359-3817

National Association of State Boards of Education
701 Fairfax St., Suite 340
Alexandria, VA 22314
(703) 684-4000

National Black Child Development Institute
1463 Rhode Island Avenue, N.W.
Washington, D.C. 20005
(202) 387-1281

National Center for Clinical Infant Programs
733 15th St., N.W., Suite 912
Washington, D.C. 20005
(202) 347-0308

National Conference of State Legislatures (Denver Office)
1050 Seventeenth St., Suite 2100
Denver, CO 80265
(303) 623-7800

National Conference of State Legislatures (Washington Office)
444 North Capitol St., N.W.,
Suite 500
Washington, D.C. 20001
(202) 624-5400

National Education Association (NEA)
1201 16th St., N.W.
Washington, D.C. 20036-3290
(202) 833-4000

National Parent-Teacher Association (PTA)
700 N. Rush St.
Chicago, IL 60611-2571
(312) 787-0977

National PTA (legislative office)
1201 16th St., N.W., Suite 619
Washington, D.C. 20036
(202) 822-7878

Parents As Teachers (PAT)
National Center
University of Missouri - St. Louis
Marillac Hall
8001 Natural Bridge Road
St. Louis, MO 63121
(314) 553-5738

Project Home Safe
A Program of the American Home Economics Association
1555 King St.
Alexandria, VA 22314
(703) 706-4600

School-Age Child Care Project
Wellesley College
Center for Research on Women
Wellesley, MA 02181
(617) 431-1453

Recommended Reading

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Council of Chief State School Officers. *A Guide for State Action: Early Childhood and Family Education.* Washington, D.C.: 1988.

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National Association of State Boards of Education. *Right from the Start.* Alexandria, VA: 1988.

National Commission on Children. *Beyond Rhetoric: A New American Agenda for Children and Families.* Washington, D.C.: 1991.

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Schweinhart, Lawrence J. *A School Administrator's Guide to Early Childhood Programs.* High/Scope Educational Research Foundation, Ypsilanti, MI: 1988.

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Zigler, Edward F. and Matia Finn-Stevenson. Child Care in America: From Problem to Solution, *Educational Policy v.3*, pp. 313-329, 1989.

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